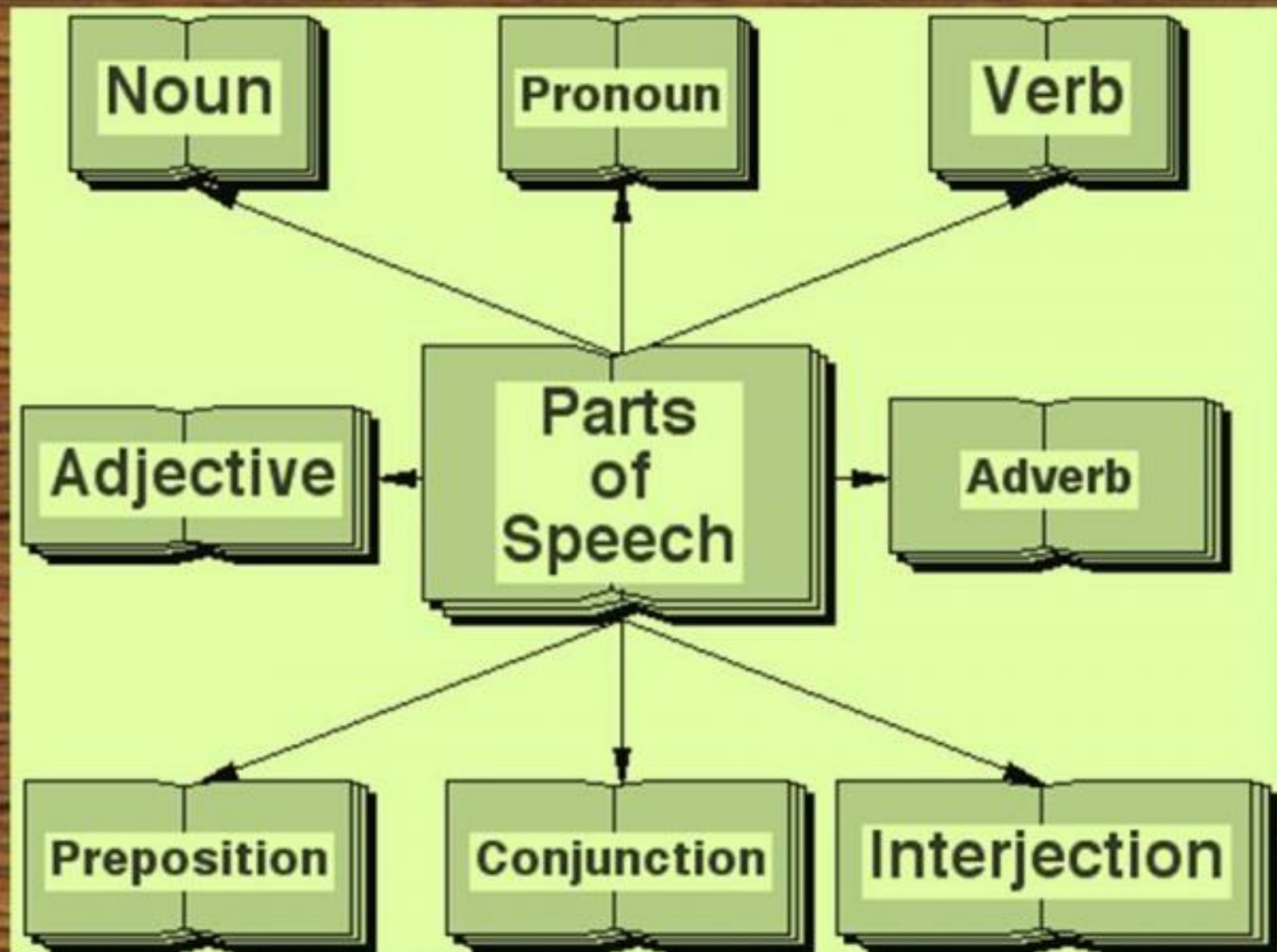


# 8 Parts of Speech in English



## PARTS OF SPEECH – ENGLISH

(This is a simplified chart – for more details, ask for a grammar book.)

<p style="text-align: center;"><b>NOUN</b></p> <p><i>A noun refers to a person, place or thing (object, concept, idea, event).</i></p> <p>Person: Cindy, staff, tutors, boy Place: Hendersonville, the park, school, North Carolina Thing: book, reading, excellence, Apple Festival, being smart</p> <p><u>Possessive</u></p> <table><tr><td><i>singular</i></td><td><i>plural</i></td></tr><tr><td>boy's</td><td>boys'</td></tr><tr><td>student's</td><td>students'</td></tr><tr><td>child's</td><td>children's</td></tr></table>	<i>singular</i>	<i>plural</i>	boy's	boys'	student's	students'	child's	children's	<p style="text-align: center;"><b>PRONOUN</b></p> <p><i>A pronoun takes the place of a noun.</i></p> <p><u>Subject</u></p> <table><tr><td>I</td><td>we</td></tr><tr><td>you</td><td>you</td></tr><tr><td>he/she/it</td><td>they</td></tr></table> <p><i><b>They</b> went to the store.</i></p> <p><u>Object</u></p> <table><tr><td>me</td><td>us</td></tr><tr><td>you</td><td>you</td></tr><tr><td>him/her/it</td><td>them</td></tr></table> <p><i>I saw <b>them</b> at the store.</i></p> <p><u>Possessive</u></p> <table><tr><td>mine</td><td>ours</td></tr><tr><td>yours</td><td>yours</td></tr><tr><td>his/hers</td><td>theirs</td></tr></table> <p><i>The book is <b>mine</b>.</i></p>	I	we	you	you	he/she/it	they	me	us	you	you	him/her/it	them	mine	ours	yours	yours	his/hers	theirs	<p style="text-align: center;"><b>VERB</b></p> <p><i>A verb expresses action, or a state of being/condition.</i></p> <p>Juan <b>threw</b> the ball. The students <b>study</b> hard. I <b>am</b> a tutor. Maria <b>is</b> ill.</p>
<i>singular</i>	<i>plural</i>																											
boy's	boys'																											
student's	students'																											
child's	children's																											
I	we																											
you	you																											
he/she/it	they																											
me	us																											
you	you																											
him/her/it	them																											
mine	ours																											
yours	yours																											
his/hers	theirs																											
<p style="text-align: center;"><b>ARTICLE</b></p> <p><i>An adjective that limits or numbers a noun.</i></p> <p>Definite: the Indefinite: a, an</p> <p>This is <b>the</b> book that you lost. The tutor needs <b>a</b> grammar book.</p>	<p style="text-align: center;"><b>ADJECTIVE</b></p> <p><i>Modifies a noun (the <b>red</b> book), pronoun (he is <b>rich</b>) and other adjectives (the <b>dark</b> blue sweater) and indicates: what kind? how many? which one? how much?</i></p> <p>He has a <b>two-year-old black</b> cat. We have <b>300</b> students. I gave her the <b>red</b> book. Bob has a <b>larger</b> house than Tom.</p> <p><u>Possessive</u></p> <table><tr><td>my</td><td>our</td></tr><tr><td>your</td><td>your</td></tr><tr><td>his/her/its</td><td>their</td></tr></table> <p><i>This is <b>my</b> book.</i></p>	my	our	your	your	his/her/its	their	<p style="text-align: center;"><b>ADVERB</b></p> <p><i>Modifies a verb (he learns <b>quickly</b>), adjective (she is <b>very</b> beautiful), and other adverbs (she learns <b>very</b> quickly) and answers: when? where? how much? how?</i></p> <p>She <b>never</b> arrives on time. The kids are <b>outside</b>. I <b>strongly</b> object! Speak <b>slowly</b>.</p>																				
my	our																											
your	your																											
his/her/its	their																											
<p style="text-align: center;"><b>PREPOSITION</b></p> <p><i>A word that shows the relationship between words: in, on, over, under, between, by, for, at, with, during, into, among, etc.</i></p> <p>The book is <b>on</b> the table.</p>	<p style="text-align: center;"><b>CONJUNCTION</b></p> <p><i>Conjunctions link words or groups of words: and, but, or, nor, either/or, neither/nor, not only/but also, both/and.</i></p> <p>Karen <b>and</b> Howard are tutors.</p> <p><b>Not only</b> do they do pair tutoring, <b>but</b> they <b>also</b> teach a group class.</p>	<p style="text-align: center;"><b>INTERJECTION</b></p> <p><i>Words used to express emotion or catch attention: ah, oh, ouch, hey, help, wow, ugh, good grief.</i></p> <p><b>Hey!</b> Pay attention!</p>																										

# PARTS OF SPEECH CHEAT SHEET

**Nouns** are words used as names, so a noun names something: people, animals, places, objects, substances, qualities, actions, and measures.

*Example: Jane, dog, airport, stapler, dirt, courage, reading, centimeters*

**Pronouns** are substitutes for names; they take the place of a noun or name.

*Example: he, she, it, them, mine, yours, these, those*

**Verbs** make statements about nouns; they express actions, conditions, or states of being.

*Example: Oleafea was very happy. The soldiers charged the enemy.*

**Adjectives** are words that modify a noun or pronoun; they describe nouns or pronouns.

*Example: talented writers, beautiful dancer, ugly lapdog*

**Adverbs** are words that modify a verb, an adjective or another adverb.

**Adverbs** usually answer the questions where, when, how, in what manner, or to what extent or degree.

*Example: You must do this now. Tom speaks elegantly. JBuL lives far.*

**Prepositions** are words that show a relationship that exists between certain words in a sentence; they connect a noun or pronoun to some other word in a sentence.

*Example: The troll lived under the bridge. We went over the hill. He bought groceries from the store.*

**Conjunctions** are words that connect or link other words or a group of words.

*Example: Jamie and Ethan, one or two, slowly but steadily.*

**Interjections** are exclamatory words; they express strong feelings or sudden emotion.

*Example: Ouch! I hate coffee!*

# Section One

## Parts of Speech

Diagnostic Tests

Lessons and Activities

Nouns

Pronouns

Adjectives

Verbs

Adverbs

Prepositions

Conjunctions

Interjections

Review Activities

Final Tests



# **Diagnostic Tests**

## DIAGNOSTIC TEST 1 PARTS OF SPEECH

For each underlined word in the following sentences, identify and then write the part of speech on the line next to the number. Each part of speech is used at least once. Each correct answer earns 5 points. Use the following abbreviations:

noun—N	adverb—ADV
pronoun—PRO	preposition—PREP
verb—V	conjunction—CONJ
adjective—ADJ	interjection—INT

1. \_\_\_\_\_ They attended the concert last weekend.
2. \_\_\_\_\_ Several cats ran into Rob's garage.
3. \_\_\_\_\_ The truck driver delivered the packages quickly.
4. \_\_\_\_\_ Fast runners won all the awards at the track meet.
5. \_\_\_\_\_ My friends and I walked home after school.
6. \_\_\_\_\_ I wanted a peanut butter and jelly sandwich for lunch yesterday.
7. \_\_\_\_\_ She was counting the ballots during social studies class.
8. \_\_\_\_\_ Hey! That is my seat.
9. \_\_\_\_\_ Will they finish the test on time?
10. \_\_\_\_\_ The diagram was pretty complicated for us.
11. \_\_\_\_\_ He will practice his musical piece soon.
12. \_\_\_\_\_ Reggie saw the awesome sight from the air.
13. \_\_\_\_\_ Her sister is the oldest member of the group.
14. \_\_\_\_\_ Check the score, Tom.
15. \_\_\_\_\_ Will the students be able to find the answer by themselves?
16. \_\_\_\_\_ Are you sure of yourself?
17. \_\_\_\_\_ They slowly carried the couch down the stairs.
18. \_\_\_\_\_ Can you see beyond the hills from the top of the tower?
19. \_\_\_\_\_ Hurray! Our team has finally scored a touchdown.
20. \_\_\_\_\_ The troop had been scattered throughout the woods.

Number correct \_\_\_\_\_ × 5 = \_\_\_\_\_%

## DIAGNOSTIC TEST 2 PARTS OF SPEECH

On the line next to the number, write the first letter of the word indicated by the part of speech in the parentheses. Underline the indicated word within the sentence. If your consecutive letters are correct, you will spell out the names of four trees in items 1 through 12 and four first names in items 13 to 25. Write these six names on the lines below the last numbered item. Each correct answer is worth 4 points.

1. \_\_\_\_\_ (**preposition**) He walked around the corner.
2. \_\_\_\_\_ (**pronoun**) Paul hopes that she will sing with the choir.
3. \_\_\_\_\_ (**pronoun**) Can Jerry help him with the science project?
4. \_\_\_\_\_ (**noun**) Have you seen the eraser?
5. \_\_\_\_\_ (**noun**) The lock was stuck.
6. \_\_\_\_\_ (**noun**) She purchased the margarine with him.
7. \_\_\_\_\_ (**adjective**) Older people tire more easily.
8. \_\_\_\_\_ (**adjective**) He is agile.
9. \_\_\_\_\_ (**adjective**) Kind people are often rewarded.
10. \_\_\_\_\_ (**adverb**) The police officer ran fast.
11. \_\_\_\_\_ (**adverb**) My sister answered the question intelligently.
12. \_\_\_\_\_ (**adverb**) You really should see this art exhibit, Kenny.
13. \_\_\_\_\_ (**preposition**) Reggie fell by the stairs.
14. \_\_\_\_\_ (**preposition**) Can you jump over the hurdle?
15. \_\_\_\_\_ (**preposition**) May I sit between you two?



## DIAGNOSTIC TEST 2 PARTS OF SPEECH (*Continued*)

16. \_\_\_\_\_ (**verb**) Joke about it now.
17. \_\_\_\_\_ (**verb**) They overcharged me.
18. \_\_\_\_\_ (**verb**) Ozzie, eat up.
19. \_\_\_\_\_ (**conjunction**) I cannot go, for I have much to do.
20. \_\_\_\_\_ (**conjunction**) I like peanuts and potato chips.
21. \_\_\_\_\_ (**conjunction**) He wants to buy the house, yet he knows it is too expensive.
22. \_\_\_\_\_ (**interjection**) Jeepers! This is a great deal.
23. \_\_\_\_\_ (**interjection**) Ah! The sun is so warm.
24. \_\_\_\_\_ (**interjection**) No! I will never try that.
25. \_\_\_\_\_ (**adverb**) Georgette eventually walked her brother to the station.

The four trees are \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

The four first names are \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

Number correct \_\_\_\_\_  $\times 4 =$  \_\_\_\_\_%

# **Lessons and Activities**

## 1.1 Nouns

A **noun** is the name of a person, place, thing, or idea:

<i>People</i>	farmer, mechanic, father, Professor Haskins, editors, Marcia
<i>Places</i>	ocean, Canada, porch, Spain, classroom
<i>Things</i>	scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill
<i>Ideas</i>	love, inspiration, courage, anxiety, eagerness, happiness

All nouns are either common or proper nouns:

A **common noun** names any person, place, or thing. Examples are *basketball*, *video*, *wizard*, *coin*, *woman*, and *coach*.

A **proper noun** names a particular person, place, or thing and begins with a capital letter. Examples are *Winston Churchill*, *Babe Ruth*, *Mr. Richard Turner*, and *Chicago*.

Know the difference between a common and a proper noun:

<b><i>Common Nouns</i></b>	<b><i>Proper Nouns</i></b>
hospital	Mercy General Hospital
woman	Martha Washington
school	Sayville Middle School
newspaper	<i>The New York Times</i>

Here are some specific types of nouns:

A **collective noun** names a group of people or things. Examples of collective nouns are *jury*, *herd*, *flock*, *family*, *fleet*, *club*, *class*, and *group*.

A **compound noun** is a noun consisting of more than a single word. It could be separate words such as *social studies*, *physical education*, and *dining room*. It could be two words joined by a hyphen such as *merry-go-round*, *thirty-three*, *sister-in-law*, and *great-grandmother*. It could be a combined word such as *schoolteacher*, *bookkeeper*, *landlord*, and *headmaster*.

 **WRITING TIP** Use a dictionary or a thesaurus for help in choosing the most precise noun for your purpose.

**1.1A****Plus a Quotation (Nouns)**

Underline each noun in the following sentences. Then write the first letter of each noun on the line next to the sentence. If your answers are correct, you will spell out the words of a quotation and the name of the famous American who said the quotation. Write the quotation and its author's name on the lines below sentence 15.

1. \_\_\_\_\_ Wendy located her housekeeper.
2. \_\_\_\_\_ Some answers on this test are about electricity.
3. \_\_\_\_\_ Her violin and easel were missing.
4. \_\_\_\_\_ Their rabbit that left the yard was returned by the officer.
5. \_\_\_\_\_ He used this umbrella in Alabama.
6. \_\_\_\_\_ After the rain, the electrician checked the box.
7. \_\_\_\_\_ The end of the afternoon arrived quickly.
8. \_\_\_\_\_ This group is funny.
9. \_\_\_\_\_ The ostrich and the orangutan are interesting.
10. \_\_\_\_\_ My doctor and my orthodontist are neighbors.
11. \_\_\_\_\_ In the evening, Archie likes to go boating.
12. \_\_\_\_\_ Unfortunately, he had a rash and an allergy.
13. \_\_\_\_\_ Her height and agility helped her win the match.
14. \_\_\_\_\_ Linda cared for the infant throughout the night.
15. \_\_\_\_\_ The garbage carton near the oven had licorice and noodles in it.

**The quotation and its author:**

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# 1.1B Nouns Abound in the Classroom

Twenty common nouns of people and things found in a classroom are hidden in this puzzle. Words are placed backward, forward, diagonally, up, and down. Circle the hidden nouns, and write those nouns on the lines below.

w	h	g	f	c	b	b	v	l	j	y	y	w	s	b	f	t	b	j	x
n	d	f	s	h	b	t	l	j	w	v	v	k	h	o	f	x	r	y	d
s	j	m	p	f	z	l	g	v	y	l	c	j	a	o	j	v	x	q	l
d	x	s	m	b	y	s	g	n	m	a	s	b	r	k	p	h	y	g	v
p	j	r	y	t	k	f	r	q	p	q	f	x	p	s	e	k	n	v	v
a	r	u	m	k	n	e	j	k	y	d	f	c	e	h	n	j	v	m	c
p	o	l	y	e	h	l	c	z	b	n	h	c	n	e	c	n	n	g	k
e	o	e	e	c	f	a	d	r	z	a	k	k	e	l	i	j	j	w	y
r	d	r	a	o	b	k	c	a	l	b	s	t	r	f	l	r	n	w	s
t	c	e	k	f	p	o	n	k	x	e	e	t	l	k	e	e	o	k	r
s	t	l	p	c	c	j	o	f	d	s	h	a	u	l	p	d	g	h	c
e	r	a	s	e	r	w	c	k	o	k	g	x	p	d	n	t	m	t	w
s	m	x	l	d	f	k	t	l	n	h	y	a	m	i	e	f	y	r	j
l	r	h	k	l	v	y	c	f	q	d	t	s	w	p	b	n	r	d	s
k	y	l	m	d	v	n	b	h	g	s	n	b	d	t	q	r	t	z	q

The nouns:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 1.2

**Pronouns**

A **pronoun** is a word used in place of one or more nouns.

We use pronouns to:

- ▶ Refer to a noun (called its antecedent) that usually comes before the pronoun
- ▶ Make our writing clearer, smoother, and less awkward

In the sentence, “Roberto feels that he can win the race,” *he* is the pronoun, and *Roberto* is the antecedent.

In the sentence, “Terry and Jim know that they are best friends,” *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

There are several types of pronouns.

**Personal pronouns** refer to people and things. They are divided into three categories called *first person* (referring to the person who is speaking: *I* went to the mall), *second person* (referring to the person spoken to: Joey, can *you* see the bus?), and *third person* (referring to anyone or anything else: Bob saw *us* do this assignment). The pronouns in the two example sentences above are personal pronouns.

The following list shows these three categories of personal pronouns:

	<b>Singular</b>	<b>Plural</b>
First person (the person speaking)	I, my, mine, me	we, our, ours, us
Second person (the person spoken to)	you, your, yours	you, your, yours
Third person (some other person or thing)	he, his, him, she, her, hers, it, its	they, their, theirs, them

## 1.2

**Pronouns (Continued)**

In addition to personal pronouns, there are several other types of pronouns: *reflexive pronouns*, *relative pronouns*, *interrogative pronouns*, *demonstrative pronouns*, and *indefinite pronouns*.

A **reflexive pronoun** is formed by adding *-self* or *-selves* to certain personal pronouns. Examples of reflexive pronouns are *myself*, *himself*, *herself*, *itself*, *ourselves*, *themselves*, *yourself*, and *yourselves*. The sentence, “I found it myself,” contains the personal pronoun *I* and the reflexive pronoun *myself*.

*Hissself* and *theirselves* are NOT real words.

An **interrogative pronoun** is used to ask a question. These pronouns are *which*, *who*, *whom*, and *whose*.

A **demonstrative pronoun** is used to point out a specific person or thing. These pronouns include *this*, *that*, *these*, and *those*. In the sentence, “Theresa, is this yours?” *this* is the demonstrative pronoun, and *yours* is the personal pronoun.

An **indefinite pronoun** often does not refer to a specific or definite person or thing. It usually does not have a definite or specific antecedent as a personal pronoun does. In the sentence, “*Everybody* will select *another* to help with *everything*,” the three italicized words are all indefinite pronouns since they take the place of a noun and do not refer to a specific or definite person or thing.

These are all indefinite pronouns:

all	each	more	one
another	either	most	other
any	everybody	much	several
anybody	everyone	neither	some
anyone	everything	nobody	somebody
anything	few	none	someone
both	many	no one	



**WRITING TIP** Make sure that your pronouns are clear so that readers will not be confused. In the sentence, “John told Fred that he had been invited to Lucy’s party,” do we know who he is? Not really! Set up the situation preceding that sentence so that it is clear who he is.

**1.2A****Two at a Time (Pronouns)**

Underline the two pronouns found in each sentence. Above each pronoun label its type using these abbreviations: personal (PER), reflexive (REF), demonstrative (DEM), interrogative (INT), or indefinite (IND) pronoun.

1. This is the way to do it.
2. He hurt himself during gym class.
3. Can you and they finish the cleaning by three o'clock?
4. Who is the person with her?
5. I held the door for them.
6. Please tell him that we said hello.
7. Ours is older than theirs.
8. Neither of them is the clear winner of the race as of now.
9. Will she watch someone while Sarah goes shopping?
10. Those are the best ones to buy.
11. Please bring yours to us.
12. After Jerry spotted the giraffe, he photographed it.
13. Everything has gone well for us.
14. Will they be able to move the belongings by themselves?
15. All of the students know both.



**1.2B**

## **Naming the Pronouns**

1. Name four three-letter pronouns:

\_\_\_\_\_

2. Name four pronouns that start with the letter *t*:

\_\_\_\_\_

3. Name six indefinite pronouns:

\_\_\_\_\_

\_\_\_\_\_

4. Name three pronouns that end with *-elves*:

\_\_\_\_\_

5. Name four pronouns that end with *-self*:

\_\_\_\_\_

\_\_\_\_\_

6. Name four interrogative pronouns:

\_\_\_\_\_

7. Circle ten different pronouns in this paragraph. For the total of ten pronouns, if a pronoun appears more than once within the paragraph, count it only once.

I could not fall asleep last night. It felt as if somebody kept knocking on the window keeping me up most of the night. This is pretty unusual. So I tried to calm myself down and think about other things besides being unable to sleep. All of my work paid off when I finally fell asleep.

## 1.3

**Adjectives**

An **adjective** modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers the questions, *What kind? Which one(s)? How many? How much?*

Carrie read an **interesting** story. (*What kind of story?*)

The **recent** article has that information. (*Which article?*)

Kent owns **those** surfboards. (*Which surfboards?*)

Wendy paid **fifty** dollars for the jacket. (*How many dollars?*)

**Much** space was devoted to her artwork. (*How much space?*)

The words *a*, *an*, and *the* are the most frequently used adjectives. Although they are sometimes referred to as articles or noun markers, they are really adjectives, plain and simple. Use *a* before words that start with a consonant sound (*a* joking man or *a* lucky lottery player) and *an* before words that start with a vowel sound (*an* hour's wait or *an* interesting story).

An adjective can come before or after the noun or pronoun it describes:

**Older** cards are found on the table. (*Which cards?*)

**Tall** players and **intelligent** coaches were interviewed by the **interested** reporter. (*Which players? Which coaches? Which reporter?*)

**Tired** and **hungry**, the campers reached the lodge. (*What kind of campers?*)

The campers, **tired** and **hungry**, reached the lodge. (*What kind of campers?*)

There are several types of adjectives:

A **proper adjective** is formed from a proper noun.

Italian bread

Herculean strength

Midas touch

Canadian sunset

A **compound adjective** is a word composed of two or more words. Sometimes these words are hyphenated.

landmark decision

black-and-blue mark

hometown hero

Do not use a hyphen after an adverb ending in *-ly*.

newly painted mural

sickly sweet odor

recently purchased

## 1.3

**Adjectives (*Continued*)**

People sometimes confuse adjectives with nouns or with pronouns. Here are some points to remember.

**QUESTION 1:** *When is a word a noun? When is a word an adjective?*

The **magazine** article applauded the students' efforts in the charity drive. (*Magazine* is an adjective that describes *which* article.)

The article about the students' efforts in the charity drive was in the **magazine**. (Here *magazine* is a noun since it is the name of a thing and does not describe anything.)

Our **Thanksgiving** celebration was fun. (*Thanksgiving* is an adjective describing *which* celebration.)

We celebrated **Thanksgiving**. (*Thanksgiving* is the name of the holiday that was celebrated.)

**QUESTION 2:** *When is a word a pronoun? When is a word an adjective?*

These **demonstrative pronouns** can be used as adjectives: *that, these, this, and those*.

These **interrogative pronouns** can be used as adjectives: *what* and *which*.


These **indefinite pronouns** can be used as adjectives: *all, another, any, both, each, either, few, many, more, most, neither, other, several, and some*.

**This** problem is difficult. (*This* is an **adjective** since it answers the question, *Which problem?*)

**This** is difficult. (*This* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

**Some** people are very funny. (*Some* is an **adjective** since it answers the question, *Which people?*)

**Some** are funny. (*Some* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

 **WRITING TIP** *Adjectives tell more and help your reader know more about people, places, and things. Select the precise word to describe people, places, and things. Which is the most accurate adjective to describe the student: smart, brilliant, insightful, clever, brainy, or bright? Decide. Use a dictionary to find the subtle difference in adjectives that are closely related in meaning.*

**1.3A****And a Trip to the Zoo (Adjectives)**

Sixteen of the words in this activity are not adjectives. Twenty-four are adjectives. On the line after each question number, write the first letter of the twenty-four adjectives in this list below. Then write these twenty-four letters (consecutively) on the lines below Zoo Animals. These twenty-four consecutive letters spell out the names of five animals found in a zoo.

- |                     |                       |
|---------------------|-----------------------|
| 1. _____ nothing    | 21. _____ plumber     |
| 2. _____ pretty     | 22. _____ brave       |
| 3. _____ crust      | 23. _____ interesting |
| 4. _____ faith      | 24. _____ marry       |
| 5. _____ attractive | 25. _____ smart       |
| 6. _____ grabbed    | 26. _____ old         |
| 7. _____ nice       | 27. _____ solitude    |
| 8. _____ America    | 28. _____ nasty       |
| 9. _____ dainty     | 29. _____ beautifully |
| 10. _____ agile     | 30. _____ proud       |
| 11. _____ mechanic  | 31. _____ infantile   |
| 12. _____ mean      | 32. _____ earn        |
| 13. _____ they      | 33. _____ great       |
| 14. _____ odd       | 34. _____ forget      |
| 15. _____ noisy     | 35. _____ zany        |
| 16. _____ nor       | 36. _____ elegant     |
| 17. _____ kind      | 37. _____ boastful    |
| 18. _____ neither   | 38. _____ rigid       |
| 19. _____ easy      | 39. _____ decide      |
| 20. _____ young     | 40. _____ average     |

**Zoo Animals:**

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## **1.3B** Listing Three Adjectives

1. Name three complimentary adjectives that describe one of your friends:

\_\_\_\_\_

2. Name three adjectives that describe the beach on a summer's day:

\_\_\_\_\_

3. Name three adjectives that describe a Super Bowl crowd:

\_\_\_\_\_

4. Name three adjectives that describe one of your Halloween costumes:

\_\_\_\_\_

5. Name three adjectives that describe a famous actor or actress:

\_\_\_\_\_

6. Name three adjectives that describe a book or magazine article that you recently read:

\_\_\_\_\_

7. Name three adjectives that describe a typical spring day where you live:

\_\_\_\_\_

8. Name three adjectives that describe your favorite song:

\_\_\_\_\_

9. Name three adjectives that describe one of your recent math tests:

\_\_\_\_\_

10. Name three adjectives that describe one of your most difficult experiences:

\_\_\_\_\_

## 1.4

**Verbs**

There are several types of **verbs** to be studied: the action verb, the linking verb, and the helping verb.

**✕ Action Verbs**

An **action verb** tells what action (often a physical action) a subject is performing, has performed, or will perform.

My father *delivers* packages to department stores each day.

Louie *bowled* a perfect game last night.

Suzanne *skated* across the rink in Central Park.

*Turn* at the next corner, Noel.

Oscar will *help* Petra with the project.

**✕ Linking Verbs**

A **linking verb** connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

**My sister is a doctor.** (The linking verb, *is*, connects the subject, *sister*, with the predicate nominative, *doctor*.)

**My sister is studying to become a doctor.** (In this sentence the word *is* is a helping verb for the main verb, *studying*. *Is* does not function as a linking verb.)

**He appeared tired.** (The linking verb, *appeared*, links the subject, *He*, with the predicate adjective, *tired*.)

**He appeared at the game.** (In this sentence the verb, *appeared*, is an action verb, not a linking verb.)

In the following group of sentences, the odd-numbered sentences exemplify the linking verb and the even-numbered sentences show the same verb used as either an action verb or a helping verb. Discuss why each verb functions as it does.

1. Reggie *looked* confused.
2. Reggie *looked* for his missing wallet.
3. Tammy *grew* tired during the long concert.
4. Tammy *grew* tomatoes in her garden this year.
5. I *feel* confused in math class.
6. I *feel* the penny at the bottom of this pool.

## 1.4 Verbs (*Continued*)

### ✎ Helping Verbs

A **helping verb** assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.

The *italicized* word in each sentence below is the helping verb. The underlined word is the main verb.

The members *are* going to the city tomorrow evening.

*Are* the members going to the city tomorrow evening?

That joke *has been* heard around the office.

*Has* that joke *been* heard around the office?

Her brothers *are* leaving for the train.

*Are* her brothers leaving for the train?

Think you know your verbs? On the lines below, write a verb that starts with the letter *a*, and then one that starts with the letter *b*, and so forth until you have written a verb for each of the twenty-six letters of the alphabet. These verbs can be action, linking, or helping verbs.

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 **WRITING TIP** Use the precise verb for each situation. Walk might not suit the situation as well as stroll, pace, totter, or saunter. Use a dictionary or a thesaurus to help you along.

**1.4A****Where the Boys Are (Verbs)**

Underline the verb in each of the following sentences. Then on the line before each sentence, write the first letter of the verb found in that sentence. Finally, write the twenty consecutive letters on the lines below the last numbered item to identify the names of five boys.

1. \_\_\_\_\_ Will he remember the name of the boys?
2. \_\_\_\_\_ Yes, she understands your explanation.
3. \_\_\_\_\_ Please shuffle the cards now.
4. \_\_\_\_\_ Send the messenger to the principal's office.
5. \_\_\_\_\_ Juan jokes around most of the time.
6. \_\_\_\_\_ You omitted several names of tonight's program.
7. \_\_\_\_\_ The scientists simulated the rocket's path.
8. \_\_\_\_\_ Mrs. Simmons, our teacher, erased the board quickly.
9. \_\_\_\_\_ The plant withered last week.
10. \_\_\_\_\_ Coach Albers inspired us before the big football game last week.
11. \_\_\_\_\_ The runner leaped with enthusiasm after her record-breaking performance.
12. \_\_\_\_\_ They loved last night's dance recital.
13. \_\_\_\_\_ The cyclists pedaled through the mountains during the grueling segment of the Tour de France.
14. \_\_\_\_\_ He envies the other players.
15. \_\_\_\_\_ I told you that earlier.
16. \_\_\_\_\_ The artist etched the rough outline.
17. \_\_\_\_\_ I forgot my jacket in the music room.
18. \_\_\_\_\_ They easily recalled the unforgettable incident.
19. \_\_\_\_\_ That game ended his hopes for a professional career.
20. \_\_\_\_\_ Her parents decided that long ago.

The names of the five boys are \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



**1.4B****Connecting Verbs and Vocabulary**

Thirty verbs are listed alphabetically in the box below. Show your vocabulary knowledge by placing each specific verb in its proper space underneath one of the five less specific general verbs that follow. Each less specific general verb should have six specific verbs below it. Use each specific verb only once.

accomplish	achieve	apprehend	chatter	chuckle
claw	collar	confess	conquer	corral
giggle	gossip	guffaw	howl	meander
overcome	parade	plod	pronounce	roar
score	shuffle	snare	snicker	soliloquize
stride	trap	trek	triumph	verbalize

**Walk:**

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**Talk:**

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**Laugh:**

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**Succeed:**

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**Catch:**

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## 1.4C You Will Not Need Help Here (Verbs)

Fill in the blanks in each sentence with a helping verb or a main verb.

1. We should \_\_\_\_\_ by tomorrow afternoon.
2. Joey would \_\_\_\_\_ your phone number anyway.
3. None of us \_\_\_\_\_ that you remembered his locker combination.
4. The president \_\_\_\_\_ many television appearances.
5. They had \_\_\_\_\_ in the fifty-mile run.
6. Our friends have \_\_\_\_\_ several wild animals.
7. She is \_\_\_\_\_ a great time at the dance.
8. You \_\_\_\_\_ the election by many votes, Teresa.
9. I am \_\_\_\_\_ to the rodeo with Todd and Frank tomorrow.
10. Roberto and Herm are \_\_\_\_\_ the float for the homecoming parade.
11. All of us can \_\_\_\_\_ to your interesting story.
12. He will probably \_\_\_\_\_ your help installing the air-conditioner.
13. I \_\_\_\_\_ be \_\_\_\_\_ with you if I need a ride tonight.
14. Most of the actors were certainly \_\_\_\_\_ to the Academy Awards that evening.
15. The passengers \_\_\_\_\_ being \_\_\_\_\_ at the airport gate.

## 1.5

**Adverbs**

An **adverb** is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb.

- ▶ Many adverbs end in *-ly*.
- ▶ Adverbs answer any of these four questions: *Where? When? How? To what extent?*
- ▶ Adverbs make writing more specific and more exact.
- ▶ Here are some adverbs that do not end in *-ly*:

again	almost	alone	already	also
always	away	even	ever	here
just	later	never	not	now
nowhere	often	perhaps	quite	rather
seldom	so	sometimes	somewhat	somewhere
soon	then	there	today	too
very	yesterday	yet		

Adverbs modify verbs:

John ate *quickly*. (*How* did he eat?)

I walk *there*. (*Where* did I walk?)

Ashleigh will eat *soon*. (*When* will Ashleigh eat?)

Adverbs modify adjectives:

Rex is *very* happy. (*Very* modifies the adjective *happy* and answers the question, *To what extent?*)

The program was *too* unrealistic. (*Too* modifies the adjective *unrealistic* and answers the question, *To what extent?*)

Adverbs modify other adverbs:

Warren walks *too* quickly. (*Too* modifies the adverb *quickly* and answers the question, *How quickly?*)

He moved *rather* recently. (*Rather* modifies the adverb *recently* and answers the question, *How recently?*)

## 1.5

**Adverbs (*Continued*)**

When is a word an adjective, and when is it an adjective? Adjectives describe nouns and pronouns. Adverbs do not. Adverbs describe verbs, adjectives, and other adverbs. Adjectives do not.

Helen has a *yearly* membership at the local health club. (*Yearly* is an adjective since it modifies the noun *membership* and tells *which* membership.)

Helen contributes *yearly*. (*Yearly* is an adverb since it modifies the verb *contributes* and answers the question, *When does Helen contribute?*)

Mike arrived *late*. (*Late* is an adverb since it tells *when* Mike arrived.)

The *late* delivery cut down on sales in the supermarket. (*Late* is an adjective because it tells *which* delivery.)



**WRITING TIP** *Adverbs help readers visualize actions better. Select the precise adverb to help your reader see more clearly. Slowly might not be as accurate as gradually, leisurely, or unhurriedly. Use a dictionary or thesaurus for help.*

**1.5A****Scrambled Up for You! (Adverbs)**

In each sentence, the letters of the underlined adverb are scrambled. Unscramble the letters, and write the word on the line provided before the sentence.

1. \_\_\_\_\_ He walks tsaf.
2. \_\_\_\_\_ Do you want to stop ehre?
3. \_\_\_\_\_ He visits his grandmother ywlkee.
4. \_\_\_\_\_ Do you feel lewl enough to go on the trip?
5. \_\_\_\_\_ Have you erve been to Mexico City?
6. \_\_\_\_\_ I wasaly run errands for her.
7. \_\_\_\_\_ Have I met you foebre?
8. \_\_\_\_\_ I would raerht drive to your house tonight.
9. \_\_\_\_\_ Are you ilslt going to go to summer school?
10. \_\_\_\_\_ I am tno trying to insult you, Nick.
11. \_\_\_\_\_ Will you bat frsit tonight?
12. \_\_\_\_\_ Are you ftneo at this location, Mitch?
13. \_\_\_\_\_ Let's start the performance onw.
14. \_\_\_\_\_ May I aosl assist you, Helene?
15. \_\_\_\_\_ Thank you nlidyk.

**1.5B****Dressing Up (Adverbs)**

On the line next to the sentence number, tell whether the underlined adverb modifies a verb, an adjective, or another adverb by writing the correct answer's corresponding letter. Then fill in the spaces within the three sentences after sentence 15. If your answers are correct, you will understand this activity's title.

1. \_\_\_\_\_ Patricia slept peacefully. **(b)** verb **(c)** adjective **(d)** adverb
2. \_\_\_\_\_ Our teachers are very happy with the results. **(t)** verb **(s)** adjective **(l)** adverb
3. \_\_\_\_\_ Larry's unusually good cooking skills came in handy last weekend. **(b)** verb **(h)** adjective **(o)** adverb
4. \_\_\_\_\_ He ran swiftly away from the tackler. **(e)** verb **(a)** adjective **(i)** adverb
5. \_\_\_\_\_ She danced so gracefully in the competition. **(d)** verb **(m)** adjective **(p)** adverb
6. \_\_\_\_\_ They sang beautifully during the entire winter concert. **(l)** verb **(n)** adjective **(p)** adverb
7. \_\_\_\_\_ My aunt was extremely hungry after we completed the three-hour hike. **(r)** verb **(o)** adjective **(d)** adverb
8. \_\_\_\_\_ We had met somewhat earlier than you think. **(v)** verb **(n)** adjective **(a)** adverb
9. \_\_\_\_\_ Are they going away? **(t)** verb **(e)** adjective **(r)** adverb
10. \_\_\_\_\_ His rather clever remarks were not appreciated. **(g)** verb **(e)** adjective **(u)** adverb
11. \_\_\_\_\_ These stories seem strangely familiar to me. **(x)** verb **(s)** adjective **(o)** adverb
12. \_\_\_\_\_ They will hardly try to win. **(n)** verb **(r)** adjective **(s)** adverb
13. \_\_\_\_\_ Francine earns high grades quite often. **(t)** verb **(e)** adjective **(t)** adverb
14. \_\_\_\_\_ Do not walk alone in the forest. **(s)** verb **(u)** adjective **(f)** adverb
15. \_\_\_\_\_ We met only recently. **(g)** verb **(h)** adjective **(s)** adverb

The five sentences that illustrate an adverb modifying a verb are numbers \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Their corresponding letters spell the word \_\_\_\_\_.

The five sentences that illustrate an adverb modifying an adjective are numbers \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Their corresponding letters spell the word \_\_\_\_\_.

The five sentences that illustrate an adverb modifying another adverb are numbers \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Their corresponding letters spell the word \_\_\_\_\_.

## 1.6

**Prepositions**

A **common preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

The man swam *under* the bridge. (*Under* connects the idea of *swam* and *bridge*.)

She walked *down* the aisle. (*Down* connects *walked* and *aisle*.)

Julie walked *around* the campus and *toward* town. (*Around* connects *walked* and *campus*. *Toward* connects *walked* and *town*.)

Here are the most commonly used prepositions:

aboard	about	above	across
after	against	along	among
around	as	at	before
behind	below	beneath	beside
besides	between	beyond	but
by	concerning	despite	down
during	except	for	from
in	inside	into	like
near	of	off	on
onto	opposite	out	outside
over	past	since	through
throughout	till	to	toward
under	underneath	until	up
upon	with	within	without

*But* is a preposition only when it can be replaced by the word *except*. So in the sentence, “All *but* Teddy went inside,” *but* is a preposition since it connects *All* and *Teddy* and can be replaced by the word *except*.

A way to get to know these fifty-six prepositions is to remember this sentence: *The plane, Prepi I, flew \_\_\_\_\_ the clouds.* Any single word that can logically be placed into this space is a preposition, so the only words that you would still have to memorize are those that do not logically fit into this space. Compose the list of these words, memorize the Prepi I sentence, and you will know your prepositions!

## 1.6

**Prepositions (*Continued*)**

Another type of preposition is the **compound preposition**. It does the same as a common preposition but is composed of two or more words. Here are the most common compound prepositions:

according to	ahead of	apart from	as of
aside from	because of	by means of	in addition to
in back of	in front of	in place of	in spite of
instead of	in view of	next to	on account of
out of	prior to		

Adverb or preposition? The difference between a preposition and an adverb is that an adverb answers the questions, *Where? When? How? To what extent?* by itself. Both common and compound prepositions need more than just themselves to answer the same questions:

**He fell *down*.** (*Down* is an *adverb* because it takes only one word to tell where he fell.)

**He fell *down* the stairs.** (*Down* is a *preposition* because it takes more than a single word to tell where he fell.)

**Trey walked *aboard*.** (*Aboard* is an *adverb* because it takes only one word needed to tell where Trey walked.)

**Trey walked *aboard* the ship.** (*Aboard* is a *preposition* because it takes more than one word to tell where Trey walked.)



**WRITING TIP** Know when a word is a preposition and when it is an adverb. In the sentence “The captain walked *aboard*,” *aboard* is an *adverb* because it does not start a prepositional phrase. In the sentence “The captain walked *aboard* the ship,” *aboard* is a *preposition* that begins the prepositional phrase, *aboard* the ship. Look for the prepositional phrase to check that the word is a preposition and not an adverb.



**1.6A****Finding the Four Words (Prepositions)**

Underline the preposition in each of the following sentences. Then write the first letter of the preposition on the line before the sentence. Transfer the fifteen consecutive letters to the lines below the last numbered sentence to form four words.

1. \_\_\_\_\_ The teammates walked beyond the bleachers.
2. \_\_\_\_\_ The track team ran into the hills.
3. \_\_\_\_\_ The temperature is several degrees below zero.
4. \_\_\_\_\_ Call me around four o'clock.
5. \_\_\_\_\_ It is a matter concerning bad behavior.
6. \_\_\_\_\_ The parents joined in the conversation.
7. \_\_\_\_\_ Ronnie fell asleep during the professor's lecture.
8. \_\_\_\_\_ We found the sleeping cat underneath the blanket.
9. \_\_\_\_\_ The couple walked near the bridge.
10. \_\_\_\_\_ The children slid down the slide yesterday.
11. \_\_\_\_\_ We lost contact over time.
12. \_\_\_\_\_ This letter is addressed to your sister.
13. \_\_\_\_\_ The strong man swam across the wide lake.
14. \_\_\_\_\_ This group is under great suspicion.
15. \_\_\_\_\_ I pointed toward the tall building.

The four words are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.

## 1.7

## Conjunctions

A **conjunction** connects words or group of words. There are three types of conjunctions: **coordinating conjunctions**, **correlative conjunctions**, and **subordinating conjunctions**. The first two types of conjunctions are discussed below, and the third type is discussed in lesson 2.19.

A **coordinating conjunction** is a single connecting word. These seven words are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*.

The boys *and* girls worked at the fair. (*And* joins the names *boys* and *girls*.)

Paula *or* Jeannine can go with you tonight. (*Or* joins the names *Paula* and *Jeannine*.)

I would like to help you, *but* I will be busy tonight. (*But* joins two sentences or complete ideas.)

We must leave early *so* we can get to the wedding reception on time. (*So* joins two sentences or two complete ideas.)

Remember the made-up word FANBOYS when you memorize the coordinating conjunctions. Each letter in this word (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o) stands for a coordinating conjunction.

**Correlative conjunctions** are pairs of connecting words. These five pairs of words are *both/and*, *either/or*, *neither/nor*, *not only/but also*, and *whether/or*.

*Both* Henry *and* Henrietta are leaving the dance now. (The correlative conjunctions join two names.)

*Not only* will they leave now, *but* they will *also* not be here to help clean up. (The correlative conjunctions join two sentences or complete ideas.)

*Either* go with them *or* stay here and help. (The correlative conjunctions illustrate a choice.)

He went *neither* to the stadium *nor* to the concert hall during this vacation. (The correlative conjunctions join two prepositional phrases.)



**WRITING TIP** Using conjunctions adds sophistication to sentences. Rather than using two very simple sentences such as, “The monkey climbed the tree,” and “The monkey threw down a banana,” combine them by using the conjunction *and*: “The monkey climbed the tree *and* threw down a banana” is a more sophisticated sentence. Make good use of the conjunctions for combining ideas.

## 1.7A Appropriately Chosen! (Conjunctions)

Circle the conjunction or pair of conjunctions in each sentence:

1. Lyle chose both steak and salad for his dinner.
2. I chose neither steak nor salad for my dinner.
3. Either you or he can drive Dad to the train station tomorrow morning.
4. The panda wanted to eat, for he was hungry.
5. Peanut butter and jelly is Rex's favorite sandwich.
6. Not only the girls but also the boys will be invited to the assembly.
7. Sara did not know whether to swing at the ball or take the pitch.
8. Mark would like to go, but he cannot.
9. Rich likes the food at this restaurant, yet he seldom eats here.
10. Run with him or her.

Use these coordinating and correlative conjunctions in your own sentences:

11. Use *neither ... nor*:

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12. Use *but*:

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13. Use *for*:

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14. Use *or*:

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15. Use *either ... or*:

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## 1.8

**Interjections**

An **interjection** is a word that expresses strong feeling or emotion:

- ▶ An interjection usually comes at the beginning of the sentence.
- ▶ An interjection is often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.
- ▶ Do not overuse interjections. Include one when you want to make your point. If you use too many interjections, your writing loses its power and effectiveness.
- ▶ Here are some common interjections:

Aw	Bravo	Darn	Dear me
Eek	Eh	Gee	Golly
Goodness gracious	Gosh	Hallelujah	Hey
Horrors	Hurrah	Hurray	Mmm
Oh	Oh no	Oops	Ouch
Phew	Rats	Really	Ugh
Well	Whoa	Whoops	Wow
Yea	Yeh	Yes	Yippee



**WRITING TIP** *Interjections express emotion. Do not overuse this part of speech, which generally is found in dialogue.*

**1.8A****With Great Feeling!!! (Interjections)**

Write an appropriate interjection for each of the following sentences in the space provided. There may be more than one answer for each space.

1. \_\_\_\_\_! I smashed my finger with the hammer.
2. \_\_\_\_\_, all right, Nick.
3. \_\_\_\_\_! We have finally beaten that team!
4. \_\_\_\_\_, take it easy, Reggie!
5. \_\_\_\_\_, I think we better look over this paper immediately.
6. \_\_\_\_\_, I forgot to take out the garbage this morning.
7. \_\_\_\_\_! The tickets for his concert are incredibly expensive!
8. \_\_\_\_\_! You did so well in tonight's school play!
9. \_\_\_\_\_! You have no right to say that to him!
10. \_\_\_\_\_, now I see what you are trying to say.
11. \_\_\_\_\_. I am not very keen on that idea.
12. \_\_\_\_\_, what did Mike say about his tryout?
13. \_\_\_\_\_! Does your hand still hurt from the accident?
14. \_\_\_\_\_! Get away from my new car, kid!
15. \_\_\_\_\_, this food is absolutely delicious!

# **Review Activities**

## REVIEW ACTIVITY 1 O WHAT AN ACTIVITY! (PARTS OF SPEECH)

Every word in Group One begins with the letter *o*. Match each with its description found in Group Two. Each item in both groups is used only once. Write the correct number in the appropriate box of the magic square. If your answers are correct, each row, each column, and each diagonal will add up to the same number.

### Group One

- A. our
- B. outside
- C. Ohio
- D. or
- E. one
- F. ours
- G. Oh
- H. oafish
- I. own
- J. off
- K. ordered
- L. only
- M. owl
- N. oneself
- O. owners
- P. originally

### Group Two

- 1. possessive pronoun
- 2. present tense verb
- 3. plural noun
- 4. conjunction
- 5. singular noun
- 6. adverb and preposition
- 7. adjective
- 8. past tense verb
- 9. proper noun
- 10. adverb only
- 11. adverb, adjective, noun, and preposition
- 12. adjective, pronoun, and noun
- 13. adjective, conjunction, and adverb
- 14. interjection
- 15. pronoun and adjective
- 16. reflexive pronoun

A =	B =	C =	D =
E =	F =	G =	H =
I =	J =	K =	L =
M =	N =	O =	P =

## REVIEW ACTIVITY 2 FINDING THE MISSING LINK (PARTS OF SPEECH)

Fill in each sentence's blank with an appropriate word. Reread the sentence to ensure that the sentence makes sense with the new word in it. Then, on the line next to the sentence's number, write the part of speech (use the key below) of the word that you used to fill in that particular blank. Then you have found the missing link!

adjective = ADJ	interjection = I	pronoun = PN
adverb = ADVB	noun = N	verb = V
conjunction = C	preposition = P	

- \_\_\_\_\_ 1. \_\_\_\_\_ the answer is correct, circle the letter.
- \_\_\_\_\_ 2. They \_\_\_\_\_ had time to down their meal before the taxi arrived.
- \_\_\_\_\_ 3. These \_\_\_\_\_ flowers make such a beautiful sight in our backyard.
- \_\_\_\_\_ 4. \_\_\_\_\_! I could not believe how much his crushing tackle hurt me.
- \_\_\_\_\_ 5. Dwayne carried the five gifts \_\_\_\_\_ the room.
- \_\_\_\_\_ 6. \_\_\_\_\_ of these towels could be folded more neatly.
- \_\_\_\_\_ 7. My sister's \_\_\_\_\_ had to be towed to the body shop yesterday.
- \_\_\_\_\_ 8. The older computer was \_\_\_\_\_ by my neighbor in just over an hour.
- \_\_\_\_\_ 9. We \_\_\_\_\_ a colorful poster from the local car salesman.
- \_\_\_\_\_ 10. Tall, dark, and \_\_\_\_\_, my sister's boyfriend makes his presence known immediately.
- \_\_\_\_\_ 11. I have not spoken to the principal \_\_\_\_\_ this important issue yet.
- \_\_\_\_\_ 12. Neither of \_\_\_\_\_ had been invited to the retirement party.
- \_\_\_\_\_ 13. Yes, I would love to be there, \_\_\_\_\_ I have already made other plans.
- \_\_\_\_\_ 14. Rita was selected as our next \_\_\_\_\_.
- \_\_\_\_\_ 15. The police officers had trouble catching up to the \_\_\_\_\_ car.
- \_\_\_\_\_ 16. All of the invitees \_\_\_\_\_ approached the host and hostess.
- \_\_\_\_\_ 17. I could \_\_\_\_\_ do much with that intricate design.
- \_\_\_\_\_ 18. Lonnie thanked the \_\_\_\_\_ for all that they had done for him.
- \_\_\_\_\_ 19. Most of the restaurant patrons wanted to see the \_\_\_\_\_ who had just entered the building.
- \_\_\_\_\_ 20. The truck was carefully \_\_\_\_\_ by the experienced driver.



## REVIEW ACTIVITY 3 CHECKING OUT THE TWO SENTENCES (PARTS OF SPEECH)

Fill in the correct letters within the crossword puzzle. Here are the two sentences that you will use to do so.

*Sentence 1:* They waited patiently inside the arena to meet the star of the game, but she went out the other door.

*Sentence 2:* You can help these older people with the heavy packages and then report to me again, Rich.

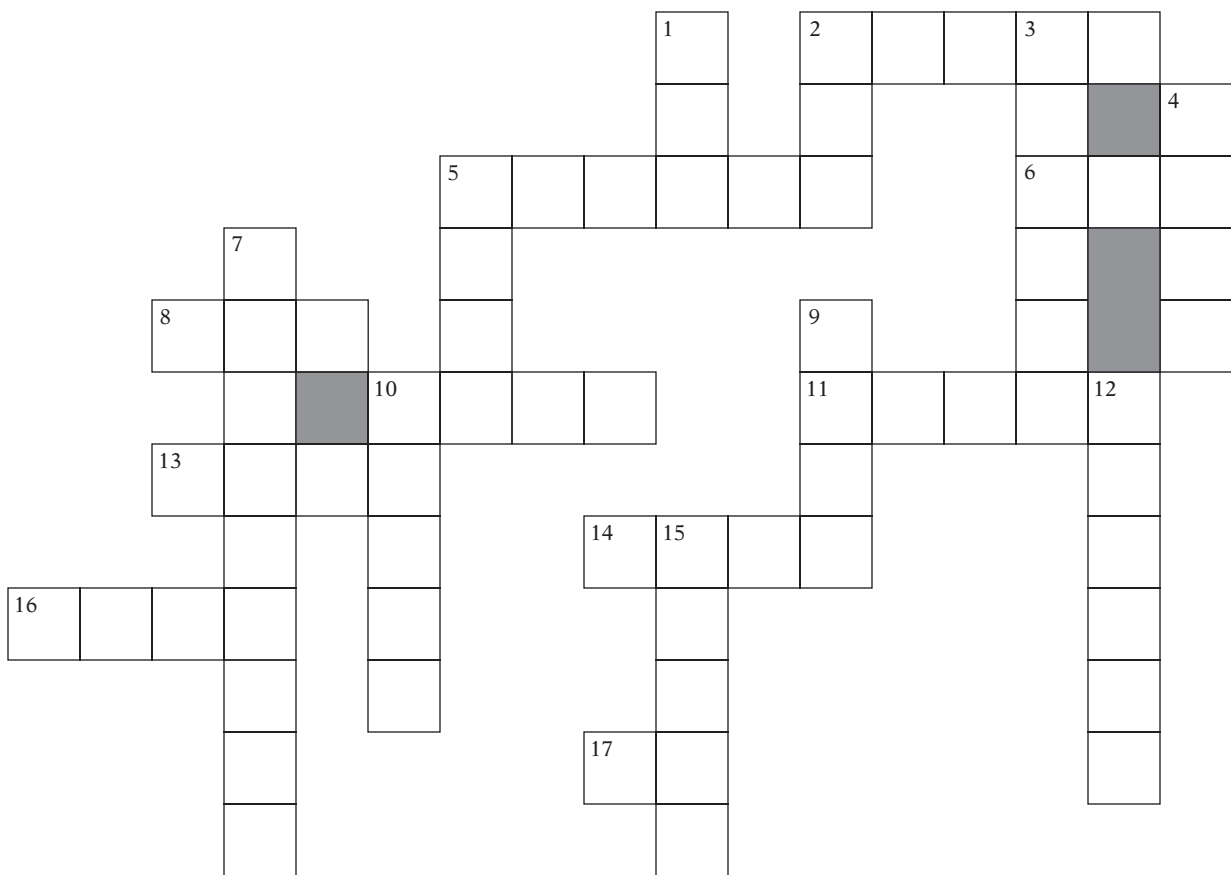
### **Across**

2. the last adverb in the second sentence
5. the first verb in the first sentence
6. the second pronoun in the first sentence
8. the helping verb in the second sentence
10. the first pronoun in the first sentence
11. the pronoun-adjective in the first sentence
13. the only proper noun in either sentence
14. the number of nouns in the first sentence
16. the part of speech of *people* in the second sentence
17. the last pronoun in the second sentence

### **Down**

1. the conjunction in the first sentence
2. the conjunction in the second sentence
3. the first preposition in the first sentence
4. the first main verb in the second sentence
5. the first preposition in the second sentence
7. the adverb in the first sentence
9. the number of prepositions in the first sentence
10. the number of articles in the first sentence
12. the last verb in the second sentence
15. the adjective describing *people* in the second sentence

## REVIEW ACTIVITY 3 CHECKING OUT THE TWO SENTENCES (PARTS OF SPEECH) *(Continued)*



# **Final Tests**

## FINAL TEST 1 PARTS OF SPEECH

Decide whether each underlined word is a noun (N), pronoun (PN), verb (V), adjective (ADJ), adverb (ADVB), conjunction (C), preposition (P), or interjection (I). Then write its abbreviation on the line before the sentence. Each correct answer scores 5 points.

1. \_\_\_\_\_ Slow down.
2. \_\_\_\_\_ I would like to go, but I have to help my sister.
3. \_\_\_\_\_ Can you please drive more slowly?
4. \_\_\_\_\_ He is our legislator.
5. \_\_\_\_\_ The captain looked for a better route.
6. \_\_\_\_\_ Wow! Are we there already?
7. \_\_\_\_\_ The pictures fell from the table.
8. \_\_\_\_\_ I can certainly use your help during the ordeal.
9. \_\_\_\_\_ This extravagant home is overpriced even for today's market.
10. \_\_\_\_\_ Mom and Dad just returned from Charlotte, North Carolina.
11. \_\_\_\_\_ Diplomacy is the best tactic.
12. \_\_\_\_\_ They think that their dog will like it.
13. \_\_\_\_\_ Some of these stories are discussed often.
14. \_\_\_\_\_ Either the giraffe or the monkey will be fed now.
15. \_\_\_\_\_ We will probably hinder the process if we try to help them.
16. \_\_\_\_\_ Helene cautiously approached the dog.
17. \_\_\_\_\_ Can you help with the moving?
18. \_\_\_\_\_ They will do most of the moving themselves.
19. \_\_\_\_\_ I am not hungry.
20. \_\_\_\_\_ This is a very pretty necklace.

Number correct \_\_\_\_\_ × 5 = \_\_\_\_\_%

## FINAL TEST 2 PARTS OF SPEECH

How well do you know the eight parts of speech? This activity will test your mettle! Write ten sentences using the parts of speech in the order specified. If the abbreviations are capitalized, the word in the sentence should be capitalized as well.

Here is the abbreviation code: n = noun; pro = pronoun; adj = adjective; v = verb; advb = adverb; c = conjunction; prep = preposition; hv = helping verb; mv = main verb; pro-adj = pronoun-adjective (such as *these*); art = article (*a*, *an*, or *the*).

1. Pro / hv / mv / art / n / prep / pro.

---

2. Pro / prep / pro-adj / n / v / adj.

---

3. MV / pro-adj / n / advb.

---

4. N / conj / N / hv / mv / prep / N.

---

5. Pro-adj / n / hv / conj / hv / mv / prep / pro-adj / n.

---

6. HV / pro / mv / art / adj / n / prep / art / adj / n?

---

7. Pro / hv / mv / conj / pro / v / n.

---

8. N / v / pro / advb / advb.

---

9. Art / n / advb / v / pro-adj / n / advb / prep / art / n.

---

10. Prep / pro-adj / noun, art / n / v / prep / art / n.

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# Parts of Speech Practice Sheet

## Nouns:

Identify the noun(s) in each sentence. Specify whether each noun is *proper* or *common*.

Ex. The ball was given to the coach.      Common/Common

1. New York is my favorite city.
2. My aunt went to visit her mother.
3. Jim bought a new shirt for the Broadway show.
4. George lost his shoe on the subway.
5. The Sears Tower is 110 stories tall!

## Pronouns:

Identify the pronoun and its antecedent in each example. Specify whether the pronoun is a *personal*, *relative* or *indefinite*.

Ex. Henry enjoys basketball. He plays every week at the gym.  
personal pronoun

1. This necklace was given to Alicia by her grandmother.  
\_\_\_\_\_
2. The store sells many items, but it specializes in fine jewelry.  
\_\_\_\_\_
3. Many flowers have started to bloom.  
\_\_\_\_\_
4. To whom were you speaking?  
\_\_\_\_\_
5. None of the dinner was eaten.

### **Pronouns: (cont.)**

Identify the pronoun(s) in each example. Specify if the pronoun/s are *possessive*, *interrogative* or *demonstrative*.

Ex. The instruments were theirs.  
possessive.

1. Those were the best chocolate chip cookies I have ever eaten!

---

2. The suitcase that was stolen in the airport was mine.

---

3. To whom did you address the package?

---

4. This chair has been in her family since before the Civil War.

---

5. Which card was given to that family?

---

### **Trouble with References:**

Reword each sentence so the meaning of the sentence is clear for the reader.

Ex. To begin each morning, she writes the day's schedule on the board.  
To begin each morning, **the teacher** writes the day's schedule on the board.

1. Brian remembers placing the book on the table, but it disappeared.

---

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2. I do not like to do that.

---

---

3. The team scored the goal, but it didn't win the game.

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4. That was so much fun to play on!

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5. The trash can made the kitchen smell so it was thrown away.

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### **Pronoun-Antecedent Agreement**

Correct the following sentences so the pronouns agree with their antecedents.

Ex. No one put their jacket on the coat rack.

No one put *his or her* jacket on the coat rack.

1. The child played with their toy in the playpen.

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2. All the dogs ran to his cages.

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3. Neither Tom nor Kevin could find their math book.

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4. The candies were covered in its proper wrapping.

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5. Anyone is allowed to type their paper in the computer lab.

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## **Verbs:**

Identify the verb. Specify whether it is active or passive.

Ex. The ball was thrown by him. Passive\_\_\_\_\_

1. The man gives blood four times a year. \_\_\_\_\_
2. The windshield was cleaned by the repairman. \_\_\_\_\_
3. The cake was eaten by the baker's daughter. \_\_\_\_\_
4. Did Henrietta go to the movies on Saturday? \_\_\_\_\_
5. To prepare for the road trip, Bob packed his bags. \_\_\_\_\_

## **Tenses:**

Identify the verb(s). Specify which tense of the verb (present, past, future, present perfect, past perfect, future perfect).

Ex. He slept during his economic class. past

1. She had never seen the ocean until she won a trip to New Jersey.  
\_\_\_\_\_
2. Stanley drives to the store every week to buy his groceries.  
\_\_\_\_\_
3. When we finally pick her up, Sarah will have practiced basketball for three hours.  
\_\_\_\_\_
4. After a long day at work, it felt good to relax with some friends.  
\_\_\_\_\_
5. David has practiced karate for fifteen years!  
\_\_\_\_\_
6. Teddy will go to the picnic after the recital.  
\_\_\_\_\_
7. He went to the zoo to see the chimpanzees.  
\_\_\_\_\_

8. By tomorrow, I will have bought enough flowers to finish the decorations.

\_\_\_\_\_

9. Steven likes to fix old cars in his free time.

\_\_\_\_\_

10. I have worked as a teacher for seven years.

\_\_\_\_\_

11. I will buy my wedding dress after the fitting.

\_\_\_\_\_

12. She bought the camera for her sister.

\_\_\_\_\_

13. Matthew went to the store before he finished making his list.

\_\_\_\_\_

14. The duck swims in the pond every morning.

\_\_\_\_\_

15. The mail carrier has delivered our mail for many years.

\_\_\_\_\_

### **Adjectives:**

Identify the adjective(s) in each sentence.

Ex. The peaceful waterfall relaxed my nerves.

1. The brown, shaggy dog lives three doors away.

2. The science book is difficult to understand.

3. The tiring practice lasted four hours.

4. He lives in the new development on the west side of town.

6. The white tailed deer raced through the densely wooded area.

## **Prepositions:**

Identify the preposition(s) in each sentence.

Ex. The plane flew over the cloud.

1. Marshal rested his tired head on the pillow.
2. Throughout the concert, the singer often ran into the crowd.
3. Beneath the willow tree, Nicole sat enjoying the scenery.
4. The boy hid under the bed while playing hide and seek.
5. At the National Dog Show, the contestants had to jump through the hoops before running into the tunnel.

## **Adverbs:**

Identify the adverb(s) in each sentence.

Ex. The glass was carefully removed from the carpet.

1. The team played well in the championship even though the victory was not theirs.
2. Soon after the rainstorm, the flowers began to bloom.
3. He has never taken a standardized test before he came to this class.
4. She enthusiastically encouraged her students to attend the retreat.
5. The cat has lazily lain by the window all day.